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ABSTRACT

One in a series of ten mini-manuals on office communication proofreading, this booklet provides the business and office student instruction in word division. Included are terminal and specific objectives, word division rules and related information, and tasks for practice. A test over the information presented concludes the manual. (Test answers are included in the teacher's manual for the series--CE 008 821.) (BM)

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Give a word a BREAK

an office education Mini-Manual on WORD DIVISION

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New Mexico State Department of Education

An Office Education Mini Curriculum Manual on
WORD DIVISION

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What you'll find in this booklet

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Things to know about word division (INFORMATION)	PAGE 5
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Vowels
Syllables
BLUFF-ING
De-pres-sion
WILLY-NILLY
GAS-O-LINE
?
let·ter·head
DROWNED
RAD-I-A-TOR
PET·TING
a-long

THE POINT OF THIS BOOKLET
(I.e., Terminal Objective)

When you are able to show that you know – and can apply – all the rules given in this booklet for dividing (breaking, splitting) words at the end of a line of typing – that means, when you've studied the objectives, read the INFO pages carefully, done the TASKS successfully, and gotten at least 85 per cent on the TEST at the end -- you'll be able to handle word division on almost any job you get.

On the next two pages you can see what the twelve specific things are that you have to be able to know and do about word division on a job.

OBJECTIVE

OEM1-2

SPECIFICALLY, WHAT YOU HAVE TO BE ABLE TO DO

(i.e., Specific Objectives)

1. State briefly the most preferable thing to do about dividing words at the end of a typing line.
2. Match definitions to the terms: *consonant, vowel, prefix, root, suffix,* and *syllable.*
3. Identify words in a given list that aren't supposed to be split, no matter what.
4. Distinguish between true and false statements concerning syllables as they relate to word division.
5. Identify in given examples the places where already hyphenated words that fall at the end of a line may be divided.
6. Select from a given list of compound words those that are divided correctly.
7. Distinguish in a given list of words containing doubled consonants those that should be split between the doubled consonants and those that should be split after the doubled consonants.
8. Name at least ten suffixes before which words may be split.

9. Identify from a given list of words containing one one-letter syllable those that are correctly divided.

10. Identify from a given list of words containing two one-letter syllables, or vowels in sequence that have a different sound, those that are correctly divided.

11. State rules pertaining to the proper word division at the end of lines, paragraphs, and pages.

12. Name two publications that may help in making word-division decisions.

13. Apply mastery of the above objectives to the typing of a given piece of writing according to specific instructions.

Next you'll find the information you'll need to be able to do each of the above. That's on the pages marked INFO. Information about specific objective No. 1 will be numbered "1" on the INFO pages, and so on for "2," "3," etc. Objective No. 13 sums up everything, and it is taken care of in TASK 3. Keep going.

ANTIDISESTA MENTARIANISM

1st THING TO KNOW ABOUT WORD DIVISION:

If you can avoid it, don't do it!

The trouble is that it isn't always possible to follow this rule.

Sometimes you get to the end of a line and discover that you just have to break the word, or else the word will run through the right margin – maybe even out onto the roller. Like if you had to type the word "antidisestablishmentarianism," and you started it an inch before the right-hand margin stop (much too soon to start a new line) – if you didn't break the word somewhere, you'd go right off the page, because the word is 1-7/8 inches long.

SO THERE HAVE TO BE SOME RULES FOR BREAKING WORDS.

Some of the rules are just arbitrary and don't make a lot of sense, but if you're going to get and hold on to a good typing job, you'd better learn them just in case your boss thinks they are really important.

The good thing is that most of these rules for word division do make sense. They are supposed to make things easy for the reader. Knowing them will make things easy for you, too.

2nd THING TO KNOW ABOUT WORD DIVISION:

You have to know at least six definitions before you can understand the rules

The words you have to know the meanings of before you can really use the rules of word-division are: *consonant, vowel, prefix, root, suffix,* and *syllable.*

What's a *CONSONANT?* — That's easy, once you memorize it. A CONSONANT is any letter in the alphabet except *a, e, i, o,* or *u* — and sometimes *y* (as in *rhythm* or *likely*).

What's a *VOWEL?* — That's even easier because there are fewer of them. A VOWEL is any letter in the alphabet that isn't a consonant. In other words, *a, e, i, o,* and *u,* and sometimes *y* are vowels.

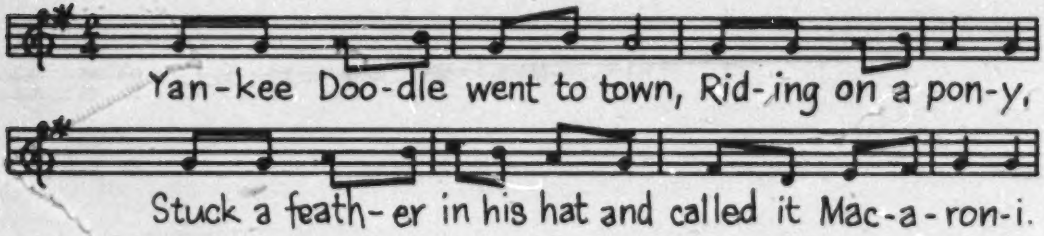
What's a *PREFIX?* — It's easier to understand "prefix" if you learn about "root" and "suffix" at the same time, so let's start over:

What are *ROOTS, PREFIXES,* and *SUFFIXES?* In the word "PREFIXES," "FIX" is a *root.* The part that *goes before* the root is a *prefix* – so "PRE" is a prefix. And the part that *comes after* the root is a *suffix*, so "ES" is the suffix. Here are some other examples:

Word	*Prefix*	*Root*	*Suffix*
GO	(none)	GO	(none)
UNFORGETTABLE	UN + FOR	GET(T)	ABLE
OUTGO	OUT	GO	(none)
OUTGOING	OUT	GO	ING

Get the idea?

What are *SYLLABLES?* In your mind, set the word to music. Each note you have to make is a *syllable.* For example:



"Yankee" = 2 notes/2 syllables "Macaroni" = 4 notes/4 syllables Get it?

3rd THING TO KNOW ABOUT WORD DIVISION:

Some words aren't supposed to be split, no matter what

- *One-syllable words* – Don't hyphenate one-syllable words, no matter how many letters the word has. For example, there's no way you can split words like *strength, school, through, brought,* etc.
- *Words of five or fewer letters* – Don't hyphenate words with five letters, four letters, three letters, or two letters in them. Some offices won't let you split six-letter words, either.

YES, BUT – what if you've just typed the first letter of, say, drowned (one of those one-syllable words you can't split)? The carriage bell on your typewriter rings. You have only five spaces to the margin, and the word has six more letters. What can you do? There are three ways to beat the problem:

(1) If it happens near the top of the letter, just make the right-hand margin one space thinner; no one will notice.

(2) Erase the one letter you have typed.

(3) Be a really great typist; be reading a word or two ahead, see drowned coming up, and don't type the d on that line in the first place.

- *Contractions* – Dividing contractions simply doesn't look good. That-
's why.
- *Abbreviations* – It's okay to hyphenate AFL-CIO, if you put the hyphen where it normally is, but abbreviations that are not normally hyphenated, like UNESCO, JFK, NASA, ERDA, should never be split.
- *Figures* – Someone could really cost your company a lot if you typed:
"We will pay you a total of $15-
000 when due."
They may misread it and sue you. And anyway, it doesn't look good.
- *Two-syllable words with one-letter syllables at the beginning, or two-letter syllables at the end* – This means "No." You can't split the "a" in "around" or "about," and you can't split the "ly" from a word that has only one other syllable.

4th THING TO KNOW ABOUT WORD DIVISION:

Words must be split ONLY between syllables

Sometimes it is easy to separate one syllable from another:

PONY clearly has two syllables – *PO* and *NY*
FEATHER clearly has two syllables – *FEATH* and *ER*.
INFORMATION clearly has four syllables – *IN, FOR, MA,* and *TION*.

But sometimes, even though you can count the syllables, it's difficult to know just where the separation comes. Take these words, for instance:

UNFORGETTABLE – five syllables, yes, but do you split it *between* the two T's or after the two T's? And the same question goes for these words:
PETTING, STOPPING, REFERRING, DEPRESSING, BLUFFING.
And the answer isn't the same for each, either.

Then there are words like SEPARATE and GASOLINE, each with a one-letter syllable – does the break come before the one-letter syllable or after? And what if you have two one-letter syllables in a row, as in GRADUATION (the U and the A), or RADIATOR (the I and the A); where should the break come?

The point is that, although you now know that you have to break words at syllables, there are still more rules to learn to know how to do that correctly.

5th THING TO KNOW ABOUT WORD DIVISION:
Don't split a word more than once

In other words, don't hyphenate the unhyphenated part of a word that normally has a hyphen in it. E.G., *willy-nilly, salmon-colored.*

You'd be wrong if you did this:

"He was of the type who always had his way, wil-
ly-nilly."

or this:

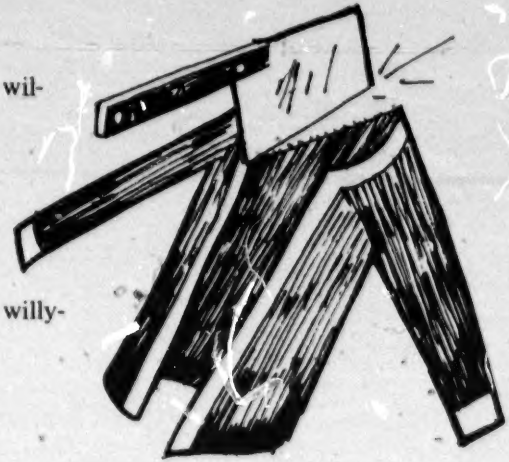
"I admired greatly his new, salmon-co-
lored sweater."

But you'd be right if you did this:

"He was of the type who always had his way, willy-
nilly."

and this:

"I admired greatly his new, salmon-
colored sweater."



6th THING TO KNOW ABOUT WORD DIVISION:

Split a compound word ONLY between the words in it

A compound word is simply one word made up of two or more words, not hyphenated. "Businessman" is a compound word; it is made up of the two words "business" and "man." Here are some other examples:

businesswoman	*roughhousing*	*letterhead*
rainmaking	*letterpress*	*sportscaster*

The rule is simple. Since you have two or more words put together as one word, you just have to remember to make your split *between* the words, not *within* the words. The examples above would be split as follows, and ONLY as follows:

business-woman (not *busi-nesswoman)*	*rough-housing* (not *roughhous-ing)*
rain-making (not *rainmak-ing)*	*letter-press* (not *let-terpress)*
letter-head (not *let-terhead)*	*sports-caster* (not *sportscas-ter)*

7th THING TO KNOW ABOUT WORD DIVISION:

Split between doubled consonants unless the root ends in a doubled consonant

You know what a "doubled consonant" is because you got the definition of "consonant" back under the 2nd thing you had to know (OEM1-3b) and doubled means "two the same." Double consonants come up in two ways:

1. With some words the spelling rule is that you double the final consonant of the word before you add the suffix – like *"pet"* – you add another "t" before you add the suffix, "ing," to make *"petting."* Other examples of such words are: *unforget(t)able, stop(p)ing, refer(r)ing.*

   These are the ones you split between the double consonant:
   pet-ting, unforget-table, stop-ping, refer-ring.

2. Some words already have doubled consonants at the end; like "digress," "depress," "bluff." When these words have suffixes, you're supposed to split them *after* the doubled consonant, not between. This way: digress-ing, depress-ing, bluff-ing.

8th THING TO KNOW ABOUT WORD DIVISION:
Split before certain suffixes

There's not much you can do about this rule except to memorize these suffixes:

Sound like *shall*	Sound like *shun*	Rhyme with *live*	*Ables* & *Ickles*
-cial	-tion	-sive	-ably
-tial	-cion	-tive	-able
	-sion		-ikle
			-ical

SPECIAL NOTE: On the page before, we had the rule that when a word already ended in a doubled consonant (like *depress*) you were supposed to split it *after* the doubled consonant. But this rule conflicts with that rule. If you make the word *depression* (i.e., adding a suffix), you *do* split between the doubled consonant, because "sion" is one of those suffixes you have to memorize, and this rule takes precedence. (If you are confused, the 12th thing to know, coming up, will help. But these suffixes are worth learning.)

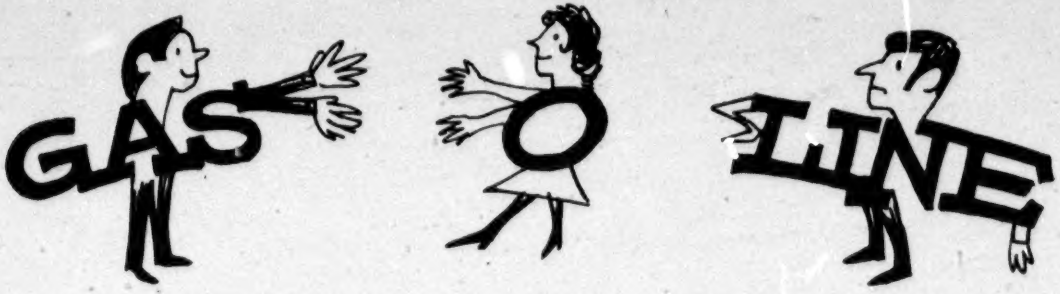
9th THING TO KNOW ABOUT WORD DIVISION

Split AFTER one one-letter syllable in a root

To show what this rule means, take the words "separate" and "gasoline" as examples. Each has a one-letter syllable:

sep a-rate ▲ gas o-line ▲

What this rule says is that you don't split before the "a" in "separate," nor before the "o" in "gasoline." Always, when there's *one* one-letter syllable in a word, you split after that syllable.



10th THING TO KNOW ABOUT WORD DIVISION

Split BETWEEN two one-letter syllables or vowels that have different sounds

If you look at the page before, you'll notice we emphasized that that rule applied when you had *one* one-letter syllable. This rule is a little different. It applies when you have *two* one-letter syllables. (Incidentally, if it is a one-letter syllable, it has to be a vowel, doesn't it? Consonants don't make a note that is sustained enough to be a syllable. So we could say that this rule applies when you have two vowels together that make different sounds.)

Here are some examples of words with *two* one-letter syllables together (or two vowels that make different sounds):

grad u-a tion rad i-a tor un co-op er a tive

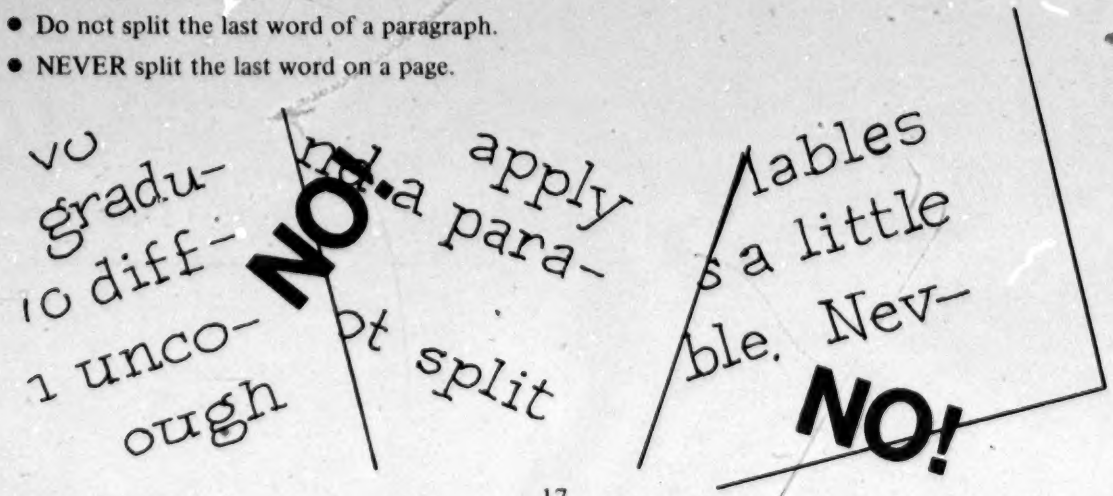
And the rule is simply that, when there are two, you split between them.

11th THING TO KNOW ABOUT WORD DIVISION:

Three rules that apply when words fall in certain places

These rules have priority over all previous rules:

- If possible, do not split the last words of two lines in a row – by all means, do not split the last words of three lines in a row.
- Do not split the last word of a paragraph.
- NEVER split the last word on a page.



12th THING TO KNOW ABOUT WORD DIVISION

Where to get help

- *The Dictionary* (i.e., a good dictionary – not an old, cheap, or small dictionary) – A dictionary will tell you where each syllable of a word begins and ends. It will also tell you whether a word is compound, hyphenated, or two words (for example, it will tell you that "HOMEOWNER" is not "HOME-OWNER" nor "HOME OWNER" but "HOMEOWNER.")

- *Word Division Books* – These booklets, published by certain commercial publishers and by the U.S. Government Printing Office (a supplement to the GPO Style Manual), don't give you as much information about word division as a good dictionary does, but they are smaller and easier to handle because they are not cluttered up with definitions, etc.

WARNING: These sources *help* but they are not the final answer. Know the rules, and remember that, although you should always divide a word between syllables, there are some syllables you aren't supposed to divide between.

Tasks for Practice

TASK 1 – Find the incorrect word division
(Practice for Objectives 1 through 10)

a. Clip from newspapers at least ten (10) examples of hyphenated words at the end of lines that do *not* follow one or more of the rules in this booklet. Paste the clipping on a 3" x 5" card and label it with the statement of the rule it breaks (you won't learn much if you get 10 examples of the same rule, so try to find a variety).

b. Look a little harder and try to find a few examples of word splits that might be misleading to a reader. For example, if the word "Ideal" were split and it began a sentence – that is, it began with a capital "I" – the reader may think that the sentence said, "I deal" as in a card game. Paste these misleading splits on 3" x 5" cards, too, and label them with a description of how they mislead.

TASK 2 – Identify Correct Word Division
(Practice for Objectives 1 through 10)

a. Circle the words which should never be split: *matchbook, taught, thoroughly, through, strength, stronger, about, cello, should, disease.*

b. Circle the doubled-consonant words which are correctly hyphenated; *spinn-ing, rub-bing, pull-ing, pres-sing, fit-ting, buzz-ers.*

c. Circle the words that are correctly hyphenated: *introduc-tion, focus-ing, pronounce-ment, typo-graphical, criti-cal, pos-itive, probab-ly, cre-ative, val-uable.*

TASK 3 – Demonstrate Mastery of Word Division

(This is the test for Objective 13. It should be performed perfectly, in addition to scoring at least 85 per cent on the test for the other objectives.)

a. Type the following selection using a 30-character line (or so that the bell rings at 24 or 25 spaces beyond the left margin).

b. For the purposes of this test, you may disregard the rule that says you are not supposed to hyphenate words at the end of two (or three) lines in a row.

For a number of years, research and development work has attempted to bring into a state of perfection a machine that would not only supply inverse reactive current for use in unilateral phase detractors, but which would also be capable of automatically synchronizing cardinal grammeters. Such a machine is the Turboencabulator herewithin described. Basically, the only singular principlesinvolved is that instead of relying upon hydrostatic activation of the negative control mechanism the machine has an electromagnetic turbo-thrust action.

The original device had a foundation pl to of prefabulated amuline, surmounted by a malleable logarithmic casing in such a way that the two spurving bearin s were in a direct line with the pentametric driveshaft. The ambifacient lunar waneshaft was supported so that side fun bling was effectively prevented. The primary winding was of the normal lotus-o-delta type, placed in panendermic semirhomboid slots in the homeostator, every seventh conductor being connected by a non-reversible pseudotromic pipe-casing to the differential girdle spring on the "up" end of the grammeters.

The Test

(for Objectives 1 through 12)

For Objective 1 – State briefly the most preferable thing to do about dividing words at the end of a line.

For Objective 2 – Match:

____ a. Consonant	(1) Part of a word which, if the word were set to music, would require a separate note.
____ b. Vowels	(2) Any letter of the alphabet except *a, e, i, o, u,* and sometimes *y*.
____ c. Prefix	(3) *A, E, I, O, U,* and sometimes *Y*.
____ d. Root	(4) The underscored part of this word: im-por-tant.
____ e. Suffix	(5) The underscored part of this word: out-crop-ping.
____ f. Syllable	(6) The underscored part of this word: in-dif-fer-ent.

For Objective 3 – Circle the words which shouldn't be split, no matter what: *reached, alert, crowned, crowning, bounced, brought.*

For Objective 4 – True or False?

___ a. You can split words that come at the end of a line any place, just so long as you do it between syllables.

___ b. It is difficult to know just where one syllable ends and the next one begins, so you shouldn't consider syllables at all when dividing words.

___ c. Words must be split only between syllables.

___ d. Some words contain syllables between which you should not make a word division.

For Objective 5 – Put in the blanks the letter that designates the place or places you may split the following hyphenated words:

___ a. Pur.ple-peo.ple-eat.ers
A B C D E

___ b. Wil.ly-nil.ly
A B C

___ c. Or.ange-co.lor.ed
A B C D

___ d. Up-to-the-min.ute
A B C D

For Objective 6 – Circle the correctly hyphenated compound words. *busi-nessman, business-woman, homeown-er, sports-caster, letter-head, let-terpress, roughhous-ing, rain-maker.*

For Objective 7 – Place a "B" before each of the following doubled-consonant words that must be split *between* the doubled consonant, and place an "A" before each that must be split *after* the doubled consonant.

____ a.	petting	____ h.	stopper
____ b.	spinning	____ i.	referring
____ c.	rubbing	____ j.	pulling
____ d.	unforgettable	____ k.	pressing
____ e.	digressing	____ l.	fitting
____ f.	depressor	____ m.	buzzers
____ g.	bluffer	____ n.	dressers

For Objective 8 – Name at least ten (10) suffixes before which hyphens may be placed.

For Objective 9 – Circle the correctly split words containing one-letter syllables: im-itate, sepa-rate, mori-bund, Flor-idian, disa-bility, gaso-line, dis-agreeable.

For Objective 10 – Circle the correctly split words containing two one-letter syllables in sequence, or two vowels in sequence that make different sounds: gradu-ation, impet-uous, radia-tor, uncoo-perative, lia-ison, nu-ance, ambi-ence, disco-ordinated.

For Objective 11 – State in each case the rule that applies that takes precedence over all other rules for word division:

a. *The last words of these three lines look like this:*

impor-
impec-
mari-
nated.

b. *The last two lines of this paragraph look like this:*

He did not know that the meat was mari-
nated.

c. *The last two lines of this page look like this:*

He did not know that the meat was mari-
nated.

For Objective 12 – Name two kinds of publications that can help you make decisions about word division.

For Objective 13 – Perform Task 3 to the satisfaction of your instructor.